



**Pegasus Primary School**  
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**Orchard Meadow Primary School**  
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# Religious Education Curriculum

# Curriculum Intent Statement

The Religious Education Curriculum at Orchard Meadow and Pegasus Primary School aims to promote the spiritual, moral and cultural development of its pupils. By investigating major religions and worldviews through varied learning experiences, approaches and disciplines, we are preparing our pupils for the opportunities, responsibilities and experiences of later life.

Through our drivers and key questions, pupils will be able to reflect upon and express their own ideas and insights about the nature, significance and impact of world religions, as well as gain and apply the skills needed to respond to religions and worldviews in an informed, respectful and rational way. This curriculum will provoke challenging questions about the meaning and purpose of life, beliefs in God, issues of right and wrong, and ultimately what it means to be human.

Key driver	Outcome	Enquiry Q
<b>Respect</b>	I am developing my understanding of how people come to have their beliefs, and further developing my awareness that there is a diversity of belief in modern Britain. I can discuss my knowledge of the religious beliefs, practices and lifestyles of people from other religions in a sensitive, respectful and tolerant way. I can present arguments for and against religious beliefs.	<b>Are religious beliefs still relevant in the 21<sup>st</sup> Century?</b> (Year 6)
<b>Determination</b>	I can compare and contrast the various different world religions and the ways in which they demonstrate religious commitment and purpose. Through investigating and reflecting upon how followers of world religions put their beliefs into action, I can reflect upon the consequences of putting my own beliefs into action.	<b>How do people show their religious commitments?</b> (Year 5)
<b>Creativity</b>	I can examine how celebrating sacred events can foster a sense of community within a religious group. I can investigate the different ways in which religions represent their deities through art and artefacts and how this presents itself in key religious festivals.	<b>What does it mean to belong?</b> (Year 3)
<b>Confidence</b>	Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. I can retell religious stories and can explain the reasons why these stories are important. I can begin to identify the moral values which arise from them.	<b>What do people believe about God?</b> (Year 2)
<b>Enthusiasm</b>	I can describe different religious events that happen throughout the year. I can compare how others celebrate sacred events with my own way of celebrating. I am becoming aware of the importance of celebrations, festivals and customs in religious people's lives.	<b>Which stories are special and why?</b> (Year 1)
<b>Ambition</b>	I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. I can construct my own ideas about the significance of religion for some people and assess how religions can instil a strong sense of morality.	<b>How does religion shape how people live their lives?</b> (Year 4)

# Whole School Summary

	Autumn	Spring	Summer
Nursery	What are the different things people do and believe in my class?		
	<b>'Special celebrations'</b> Discovering the ways we mark special occasions.	<b>'Creation stories'</b> An introduction to stories about how the world was made.	<b>'Where do we go to worship?'</b> Learning about the places special to our community
Reception	What are the different things people do and believe in my community?		
	<b>'Special celebrations'</b> Discovering the ways we mark special occasions.	<b>'Creation stories'</b> An introduction to stories about how the world was made.	<b>'Where do we go to worship?'</b> Learning about the places special to our community
Year 1	Which stories are special and why?		
	<b>'Christmas'</b> What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?	<b>'Parables'</b> What stories did Jesus tell us and what lessons can we learn from these?	<b>'Sacred Jewish Celebrations'</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?
Year 2	What do people believe about God?		
	<b>'Miracles'</b> What miracles did Jesus perform and what does this tell us about him?	<b>'Easter'</b> Why is Holy Week and Easter important to Christians?	<b>'Judaism - Rites of Passage'</b> What is the best way for a Jew to show commitment to God?
Year 3	What does it mean to belong?		
	<b>'Christmas'</b> How did the birth of Jesus help the Wise Men and shepherds to belong?	<b>'Hinduism – Diwali'</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	<b>'Hinduism – Pilgrimage'</b> Would visiting the River Ganges feel special to a non-Hindu?
Year 4	How does religion shape how people live their lives?		
	<b>'Buddha's Teachings'</b> Is it possible for everyone to be happy?	<b>'Easter'</b> Is forgiveness always possible for Christians?	<b>'Buddhism – The 8-fold Path'</b> What is the best way for a Buddhist to lead a good life?
Year 5	How do people show their religious commitments?		
	<b>'Christmas'</b> How do different communities celebrate Christmas around the world?	<b>'Sikhism – Belief into Action'</b> How far would a Sikh go for his/ her religion?	<b>'Prayer and Practices'</b> What is the best way for a Christian and Sikh to show commitment to God?
Year 6	Are religious beliefs still relevant in the 21 <sup>st</sup> Century?		
	<b>'Islamic Beliefs'</b> What is the best way for a Muslim to show commitment to God?	<b>'Easter'</b> How significant is it for Christians to believe God intended Jesus to die?	<b>'Islamic Moral Values'</b> Does belief in Akhirah (life after death) help Muslims lead good lives?

Driver:	Respect	Determination	Creativity	Confidence	Enthusiasm	Ambition
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# Coverage of Religious Education Skills

	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
I can describe the beliefs Christians have about God and identify moral values which derive from Biblical stories.		<b>'Creation stories'</b> An introduction to stories about how the world was made.			<b>'Creation stories'</b> An introduction to stories about how the world was made.	
I can recall and describe different religions and worldviews, and the ideals and values connected with them.						
I can compare and show my understanding of similarities and differences between major religions and worldviews.						
I can examine and reflect on the significance of different religious celebrations, festivals, rituals and worship, and compare the different ways of celebrating with my own experiences.	<b>'Special celebrations'</b> Discovering the ways we mark special occasions.		<b>'Where do we go to worship?'</b> Learning about the places special to our community	<b>'Special celebrations'</b> Discovering the ways we mark special occasions.		<b>'Where do we go to worship?'</b> Learning about the places special to our community
I can observe and evaluate different ways of expressing identity and belonging, both with regards to world religions and in my own community and experiences						
I can examine ethical questions of right and wrong and construct and express my own ideas and opinions in response.						

<b>Driver:</b>	<b>Respect</b>	<b>Determination</b>	<b>Creativity</b>	<b>Confidence</b>	<b>Enthusiasm</b>	<b>Ambition</b>
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# Coverage of Religious Education Skills

	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Key Enquiry Question	Which stories are special and why?			What do people believe about God?		
I can describe the beliefs Christians have about God and identify moral values which derive from Biblical stories.		What stories did Jesus tell us and what lessons can we learn from these?		What miracles did Jesus perform and what does this tell us about him?		
I can recall and describe different religions and worldviews, and the ideals and values connected with them.						What is the best way for a Jew to show commitment to God?
I can compare and show my understanding of similarities and differences between major religions and worldviews.						
I can examine and reflect on the significance of different religious celebrations, festivals, rituals and worship, and compare the different ways of celebrating with my own experiences.	What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?		Are Rosh Hashanah and Yom Kippur important to Jewish children?		Why is Holy Week and Easter important to Christians?	
I can observe and evaluate different ways of expressing identity and belonging, both with regards to world religions and in my own community and experiences						
I can examine ethical questions of right and wrong and construct and express my own ideas and opinions in response.						

<b>Driver:</b>	<b>Respect</b>	<b>Determination</b>	<b>Creativity</b>	<b>Confidence</b>	<b>Enthusiasm</b>	<b>Ambition</b>
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# Coverage of Religious Education Skills

	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Key Enquiry Question	What does it mean to belong?			How does religion shape how people live their lives?		
I can describe the beliefs Christians have about God and identify moral values which derive from Biblical stories.					Is forgiveness always possible for Christians?	
I can recall and describe different religions and worldviews, and the ideals and values connected with them.			Would visiting the River Ganges feel special to a non-Hindu?	Is it possible for everyone to be happy?		
I can compare and show my understanding of similarities and differences between major religions and worldviews.						
I can examine and reflect on the significance of different religious celebrations, festivals, rituals and worship, and compare the different ways of celebrating with my own experiences.						
I can observe and evaluate different ways of expressing identity and belonging, both with regards to world religions and in my own community and experiences	How did the birth of Jesus help the Wise Men and shepherds to belong?	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?				
I can examine ethical questions of right and wrong and construct and express my own ideas and opinions in response.						What is the best way for a Buddhist to lead a good life?

<b>Driver:</b>	<b>Respect</b>	<b>Determination</b>	<b>Creativity</b>	<b>Confidence</b>	<b>Enthusiasm</b>	<b>Ambition</b>
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# Coverage of Religious Education Skills

	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Key Enquiry Question	How do people show their religious commitments?			Are religious beliefs still relevant in the 21 <sup>st</sup> Century?		
I can describe the beliefs Christians have about God and identify moral values which derive from Biblical stories.					How significant is it for Christians to believe God intended Jesus to die?	
I can recall and describe different religions and worldviews, and the ideals and values connected with them.		How far would a Sikh go for his/ her religion?		What is the best way for a Muslim to show commitment to God?		
I can compare and show my understanding of similarities and differences between major religions and worldviews.	How do different communities celebrate Christmas around the world?		What is the best way for a Christian and Sikh to show commitment to God?			
I can examine and reflect on the significance of different religious celebrations, festivals, rituals and worship, and compare the different ways of celebrating with my own experiences.						
I can observe and evaluate different ways of expressing identity and belonging, both with regards to world religions and in my own community and experiences						
I can examine ethical questions of right and wrong and construct and express my own ideas and opinions in response.						Does belief in Akhirah (life after death) help Muslims lead good lives?

<b>Driver:</b>	<b>Respect</b>	<b>Determination</b>	<b>Creativity</b>	<b>Confidence</b>	<b>Enthusiasm</b>	<b>Ambition</b>
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**Theme read:** The Nativity Story (by Juliet David)

**Key Vocabulary:** Christmas, Nativity, Bethlehem, Jesus, Mary, Joseph, Wise Men, Shepherds, Gold, Frankincense, Myrrh, Christians

**Year 1 Autumn Term:** What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?

**Key driver:** Enthusiasm

**Key skills:** I can examine and reflect on the significance of different religious celebrations, festivals, rituals and worship, and compare the different ways of celebrating with my own experiences.

**Year Enquiry:** Which stories are special and why?

**Resources:** Beginners Bible,  
<https://youtu.be/AhuKeFX9HpE>

Pupil Pledge

<p><b>Launch</b> WALT: Explain how and why Christians celebrate Christmas. Outcome: Pupils write about how they spend Christmas, HA to compare this to Christian traditions.</p>	<p><b>Lesson 2</b> WALT: Retell part of the Nativity story about Mary, Joseph and the Birth of Jesus. Outcome: In groups, pupils create freeze-frames from the Nativity Story leading up to the birth of Jesus.</p>	<p><b>Lesson 3</b> WALT: Retell part of the Nativity story about the Shepherds. Outcome: Pupils will write a news report detailing the events of the Shepherds being told the good news of the birth of Jesus.</p>	<p><b>Lesson 4</b> WALT: Retell the main events of the visit of the wise men to Jesus, and the gifts given by them. Outcome: Pupils will sequence the beginning of the Nativity story leading up to the Birth of Jesus.</p>	<p><b>POP quiz</b></p>
<p><b>Lesson 6</b> WALT: Discuss the purposes of giving gifts at Christmas time. Outcome: Pupils will draw and write about a gift a Christian might take to Jesus, explaining reasons.</p>	<p><b>Lesson 7</b> WALT: Explain the relevance of the gifts that the wise men and shepherds gave and what they stand for. Outcome: Draw images of the wise men's gift and write a sentence about what they symbolise.</p>	<p><b>Lesson 8</b> WALT: Demonstrate our understanding that Jesus was a gift from God. Outcome: Pupils to create a Jesus in the Manager Handprint craft with a sentence explaining how Jesus is a gift from God.</p>	<p><b>Lesson 9</b> WALT: Evaluate what makes gifts special. Outcome: Pupils will write about a gift which is special to them with an accompanying picture.</p>	<p><b>Celebration</b>  Create a Christingle</p>

**Content:** What will we learn? What are the core concepts?

- God chose Mary to be the mother of his son, Jesus, and he sent angel Gabriel
- Jesus was born in Bethlehem.
- Christian concept of **incarnation:** God becoming man or literally being "made flesh".
- Star in the sky symbolises Jesus' importance and how he could be a light for other nations.
- The gifts show that Jesus was a type of both king and God

**Coherence:** How does this link to previous learning?

- Link to pupils existing knowledge and understanding of what Christmas is.
- Reaffirm knowledge that Jesus is the son of God.
- Understand the concept of giving and receiving precious gifts

**Creativity:** How will we show we understand in multiple ways?

- Retell story of nativity through drawing pictures and sentence writing
- Retell parts of the story through drama and roleplay
- Creative writing pieces such as, scripts and news reports.

**Compassion:** What opportunities are there to teach compassion?

- Compare how we celebrate Christmas today with how others celebrate around the world
- Understand that religious ideas and personal feelings can be expressed in a variety of ways
- Describe their own feelings and experiences of giving and receiving gifts

**Community:** What links are there to local resources?

- Talk about celebration that happen in and around the community at Christmas time
- Talk about gifts parents and grandparents received for Christmas
- Bring in picture of special gifts you have been given
- Look in their local and school library for different versions of stories about the birth of Jesus

## Year 1 Religious Education Autumn Term: What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?

To begin our enquiry of “Which stories are special and why?” we will focus on the story of the Nativity, including which gifts were given to Jesus. We develop some awareness about why Jesus is special to Christians.

**Key skill:** I can examine and reflect on the significance of different religious celebrations, festivals, rituals and worship, and compare the different ways of celebrating with my own experiences.

### We will be able to:

- Explain how and why Christians celebrate Christmas
- Compare the different ways of celebrating with my own celebrations at Christmas time
- Discuss the purposes of giving gifts at Christmas time
- Retell story of the Nativity through drawing pictures, sentence writing, drama and roleplay
- Understand and explain some of the symbolism found in the story of the Nativity

### To deepen our learning, we will:

- Demonstrate our understanding that Jesus was a gift from God.
- Explain the relevance of the gifts that the wise men and shepherds gave and what they stand for.

### To celebrate our learning, we will:

- Create a Christingle

A Christingle is a symbolic object used in Christmas services. From a word of German origin, Christkindl, meaning 'Little Christ Child', is used to celebrate Jesus Christ as the "Light of the World".

#### Symbolism:

Orange: representing the world

Candle: representing Jesus Christ as Light of the World

A red ribbon: representing the blood of Christ

Dried fruits and/or sweets skewered on cocktail sticks: representing the fruits of the earth and the four seasons.



### Vocabulary:

*Christmas:* celebrated on 25 December. It is a holiday to celebrate the birth of Jesus.

*Nativity:* the birth of Jesus Christ

*Christian:* Christians believe Jesus is the son of God. Their special book is the Bible and they worship in a church.

*Gift:* present, offering, donation,

*Wise men:* known as magi or kings

*Shepherds:* people who look after sheep.

*Gold:* precious metal (symbolises kingship on earth)

*Frankincense:* comes from a tree and is burned for its sweet smell (a symbol of deity)

*Myrrh:* a highly perfumed embalming oil (a symbol of death).



### How does this link to previous and future learning?

EYFS: What is Christmas?

Year 1: Are Rosh Hashanah and Yom Kippur important to Jewish children?

Year 3: How did the birth of Jesus help the Wise Men and shepherds to belong?

Year 3: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?

Year 5: How do different communities celebrate Christmas around the world?

Year 6: How significant is it for Christians to believe God intended Jesus to die?

# Humanities planning template

Year: 1	<b>Year Enquiry: Which stories are special and why?</b>		
Term:	<b>Term Enquiry Question: What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?</b>		
Driver	Enthusiasm		
By the end of this unit I will understand the following core concepts:		Deepening concepts:	
<ul style="list-style-type: none"> <li>I can describe the beliefs Christians have about God and identify moral values which derive from Biblical stories.</li> <li>I can recall and describe different religions and worldviews, and the ideals and values connected with them.</li> <li>I can compare and show my understanding of similarities and differences between major religions and worldviews.</li> <li>I can observe and evaluate different ways of expressing identity and belonging, both with regards to world religions and in my own community and experiences</li> <li>I can examine ethical questions of right and wrong and construct and express my own ideas and opinions in response.</li> </ul>		<ul style="list-style-type: none"> <li>I know that Jesus was a gift from God.</li> <li>I understand the relevance of the gifts that the wise men and shepherds gave and what they stand for.</li> </ul>	
Religious skill focus: CHRISTMAS (1:8, 1:13) Giving and receiving at Christmas Story of the wise men. Significance of the gifts they gave. The purpose of giving gifts at Christmas. Invisible gifts. God's gift of Jesus (Christianity) 3			
High quality outcome:			
Vocabulary			Tier 2
Vocabulary			Tier 3
Stage 1	Lesson	WALT:	
Narrative hook	1	Steps to Success:	
Hypothesis/ prediction		Outcome:	
		Retrieval of prior knowledge:	

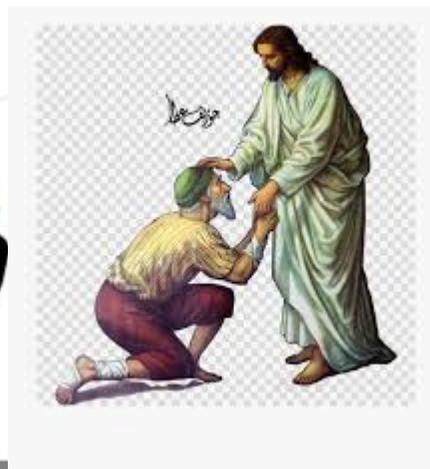
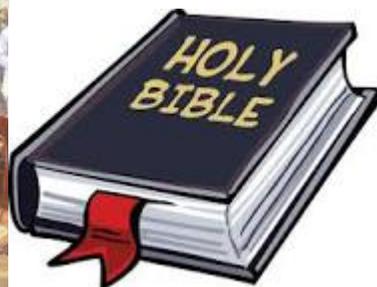
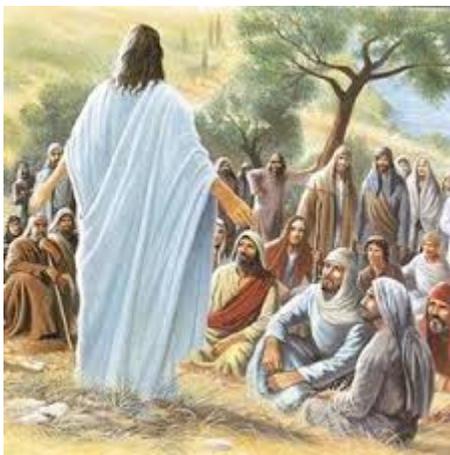
Explore core concepts; key vocabulary		Narrative Hook resource: Will explore: <b>People:</b> <b>Place:</b> <b>Problem:</b> <b>Possibilities:</b>		
	Lesson 2	WALT: Steps to Success: Outcome:		
	Lesson 3	WALT: Steps to Success: Outcome:		
	Lesson 4	WALT: Steps to Success: Outcome:		

	Lesson 5	POP Quiz against core concepts		
Stage 2 Deepening of core concepts	Lesson 6	WALT: Steps to Success: Outcome:		
	Lesson 7	WALT: Steps to Success: Outcome:		
Stage 3	Lesson 8	WALT: Steps to Success: Outcome:		
Stage 4 Assessment of understanding	Lesson 9	WALT: Steps to Success: Outcome:  End of unit assessment against core concepts <b>plus deepening concepts:</b>		

Preparation for celebration				
Celebration				
	Lesson 10	WALT: High quality outcome: Steps to Success: Outcome:		

# Knowledge Organiser – Year 1 – Spring Term

What stories did Jesus tell us and what lessons can we learn from these?



## Key Vocabulary

Parable: a story with a message or piece of advice.

Bible: where Jesus' stories are written.

Disciples: people who followed Jesus.

# Knowledge Organiser – Year 1 – Summer Term

Are Rosh Hashanah and Yom Kippur important to Jewish children



## Key Vocabulary

Judaism : the Jewish faith

Jewish : people who follow Judaism

Hanukkah: This Jewish holiday is also called "Chanukkah", meaning 'dedication'

Yom Kippur: is a day to say sorry and *repent* for things you have done.

repent: apologise, regret.