

Dobcroft Infant School Curriculum Map



Year	2022
Subject	Religious Education

School Intent:

Subject Intent: The design of the DIS RE curriculum is based upon SACRE 2019 – 24.

We endeavour to support our pupils to become curious and respectful of all world religious and non- religious communities. There are two main strands to the RE taught at Dobcroft:

1. To learn about some of the different Religions and Religious leaders in the world;
2. To learn from religion; i.e. to reflect and explore questions about spirituality at the child's own level.

Children are encouraged to explore questions within their own beliefs and develop a sensitivity to the beliefs and cultures of others, and acknowledge the right to not believe. The children are helped to understand and respect some of the practices and beliefs from the major world faiths, with due emphasis on Christianity, 51%, as stipulated nationally.

Children develop a deeper appreciation of the spiritual, moral and natural world around them.

Our RE curriculum is balanced and broadly based to promote the spiritual development of pupils at DIS and of society. We aim to prepare pupils at DIS for the opportunities, responsibilities and experiences of later life.

Our End Point is to prepare pupils at DIS for the opportunities, responsibilities and experiences of later life and to guide our pupils towards becoming the global citizens of the future.

	A1 A2	SP1 SP2	SU1 SU2
FS1 & 2 Ongoing and developing Objectives Developme nt Matters in EYFS SACRE Page 19 / 20 Star words to be introduced each half term to extend World Religious and non-	<p>ELG/Theme : Understanding the World : Faith and Celebrations</p> <ul style="list-style-type: none"> Listen to and talk about stories (+ RE Story Box) Introduce subject specific words (Star words) Use all senses to explore beliefs, practices and forms of expression Use imagination and curiosity to develop their appreciation of and wonder at the world in which they live They know about similarities and differences between themselves and others. Consider that families, communities and traditions may be the same , different but that everyone is equal Develop their sense of responsibility and membership of a community See themselves as a valuable individual. 	<p>ELG/Theme: Understanding the World: Families</p> <ul style="list-style-type: none"> Enjoys joining in family customs and routines They answer “who” and “why” questions about their experiences in response to stories, experiences or events from different traditions and communities 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. Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people. 	<p>ELG/Theme: Growth and Changes: Special Friends</p> <ul style="list-style-type: none"> Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect. School values shared and referred to throughout each day <p style="text-align: center;">Building Relationships</p> <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.

<p>religious vocabulary</p> <p>EYFS 1 & 2</p> <p>DIS</p> <p>(Sacred based)</p>	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 		
<p>Termly Planning</p>	<p><u>T: Hinduism Autumn 1</u></p> <p>Festival of Diwali : Explore some of the teachings Hindus believe : all humans are equal Look at Article 1 and refer to Class Charter/Rights and Respecting</p> <p>Rama and Sita The story celebrates good over evil and Hindus rejoice with sweets, fireworks and lights</p> <p>How can lights help us find our way?</p> <p>L.O : Festival Diwali Describe some of the celebrations that take place at Diwali and why it is the festival of light</p> <p>School Value : Work together</p> <p><u>Autumn 2 : Christianity</u></p> <p>L.O: Christmas Describe some of the ways Christians celebrate the birth of Jesus on Dec 25th</p> <p>Christmas story The story highlights the joy of giving and the importance of peace in the world</p> <p>Giving and receiving gifts: do we need to buy expensive gifts?</p> <p>School Value : Respect each other and our surroundings.</p>	<p><u>T: Humanist /Chinese NY Spring 1</u></p> <p>L.O: How do we show we care for others Why does it matter? Pupils answer to questions and express creatively through the arts...Who am I ? Where do I belong?</p> <p>Look at some of the Articles , explore through P4C</p> <p>How can we show we belong to our school family: respect each other and listen carefully.</p> <p>School Value : Respect each other and our surroundings</p> <p><u>T : Judaism Spring 2</u></p> <p>L.O: The story of Easter. Children design create Easter bonnets and consider new life symbolised by the egg</p> <p>Some people celebrate Easter and exchange eggs.</p> <p>New life can come from a little egg to grow in to a chick. Consider how we can care for fragile creatures and objects until they develop and grow.</p> <p>School Value : Try our best</p>	<p><u>T : Buddhism Summer 1</u></p> <p>L.O: Caring for creatures and plants in and around school. Introduce some of the vocabulary - caring, kindness Look at Article 17 –“right to information”</p> <p>How can we show we care about plants and creatures</p> <p>Consider how much lovely food we have and the beautiful surroundings of our school. How should we take care of it? Which creatures might live in our school grounds?</p> <p>School Value : Make good choices.</p> <p><u>T : Islam Summer 2</u></p> <p>L.O: Introduce Eid Ul Fitr as a festival celebrated by the Muslim community</p> <p>How do Muslims celebrate? Invite members of the school Muslim community to share their ideas and encourage Q&A to explore concept of belonging eg parents</p> <p>Do you belong to a community? Consider your Family, school, How does it feel to belong.</p> <p>School Value : enjoy learning.</p>
<p>Concepts:</p>	<p>Values; Festivals</p>	<p>Stories ; Caring</p>	<p>Belonging; Myself</p>
<p>End point:</p>	<p>To know similarities and differences between 2 world religious festivals (Hindu and Christian) drawing on children’s own experiences.</p>	<p>To begin to know how to care for ourselves and others in our school community. To have an initial understanding of the Christian story of Easter</p>	<p>To know we belong to a community and must respect each other within it. To have an initial understanding of the Muslim festival of Eid.</p>

<p>Y1</p> <p>DIS (Sacre based) Planning</p> <p>Star words to be introduced each half term to extend World Religious and non-religious vocabulary</p>	<p><u>Autumn 1 Celebrations/Festivals</u></p> <p>Main Focus Religions: Hinduism/Islam Eid =Festival Teacher ref: Eid ul Fitr is the big celebration!</p> <p>L.O: Introduce the concept of same /different. List ways we are connected; How can we live together though we are all different? Do people have different religions?</p> <p>Look at Hindu belief; Introduce concept of belief in a God eg Brahman; Previous learning: Allah</p> <p>Eid ul Adh Describe some of the teachings (kindness, tolerance, appreciate differences) and ways Muslims celebrate(visit Mosque, share food, exchange gifts)</p> <p>What happens when people are kind, generous, fair. How do you feel? Do you feel good to be you?</p> <p>School Value: Try our best</p> <p>CELEBRATIONS Autumn Term (Hinduism)</p>	<p><u>Autumn 2 – Celebrations/Festivals</u></p> <p>Main Focus Religions: Christianity Christmas = celebration</p> <p>L.O: To visit a Christian church and become familiar with the Nativity story and it’s message for Christians; hope, peace and love.</p> <p>Christmas Story Describe the differences between holidays religious festivals ; Discuss the value of giving and receiving gifts; The importance of Baby Jesus to Christians</p> <p>What does precious mean to you? Have you ever given a gift that cost no money?</p> <p>School Value: Make good choices</p>	<p><u>Spring 1 - Myself</u></p> <p>Main Focus Religion/Culture: Humanism/Chinese New Year CNY 1.2.22 “Tiger”</p> <p>L.O: To recognise and name some of the religious /cultural artefacts (prayer mat, Chinese lantern) places (Hajj) and practices (Eid cards, Mendhi, foods) To understand that some people chose to belong to a religion</p> <p>Humanist Logo /beliefs</p> <p>Children will be able to recall key facts about Humanists; Children will produce a piece of work to show facts they have learned about Humanism.</p> <p>How are we the same and different? Consider our bodies, ideas, beliefs. We are all equal.</p> <p>Tell story of Chinese NY; Several gods Chinese NY; and introduce</p>	<p><u>Spring 2 -Myself</u></p> <p>Main Focus: Judaism Christianity</p> <p>The story of Easter. 17.4.22 Children design create Easter bonnets and consider new life symbolised by the egg</p> <p>Some people celebrate Easter and exchange eggs.</p> <p>New life can come from a little egg to grow in to a chick. Consider how we can care for fragile creatures and objects until they develop and grow.</p> <p>School Value: Try our best</p> <p>Spring 2 Myself Part 2 :</p> <p>Main Focus Religion: Christianity/Judaism</p> <p>L.: Introduce the Jewish Religion and special artefacts associated Children to name 2- 4 Jewish artefacts eg Torah</p> <p>Respect each other: try not to cheat , avoid dishonesty be kind (relate to whole school values and our</p>	<p><u>Summer 1- Stories</u></p> <p>Main Focus Religion: Buddhism</p> <p>16.5.22– Buddha Day</p> <p>Invite Buddhist Nun to speak to pupils and show Temple</p> <p>Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings / stories and sources of wisdom, and recognise the traditions behind them.</p> <p>Introduce the special book of Buddhism: Sutra and look at stories within eg “Stories for the Lotus Sutra for Infants “compare to other religious text and identify morals – compare and contrast</p> <p>Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings / stories and sources of</p>	<p><u>Summer 2- Stories</u></p> <p>Main Focus Religion: Islam /Sikhism</p> <p>Eid ul Fitr 2.5.22 Eid Ul Adha 10.7.22</p> <p>Retell the story of Ramadan and how the Muslim community end their fasting .</p> <p>Invite Shazia,,our school cleaner to share experiences</p> <p>Look at comparisons the Christian’s Lent. (spiral curriculum – Spring 2)</p> <p>Identify religious holy books explain their use eg The Koran P (Islam) The Bible (Christian) The Sutra(Buddhism) Guru Granth Sahib (Sikh)</p> <p>How can stories help us make good choices Introduce : One of the main teachings of Sikhism is meditation Share stories from the Sikh community: “The Milk and the Jasmine”</p>
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	<p>To describe things that happen in different festivals and celebrations. Knowledge and understanding of religious events, people and symbols. Recall some facts about religious people / events. Say why people may have acted in the way they did.</p> <p>Recall and name different beliefs and practices, including festivals, forms of worship and ways of life, in order to find out about the meaning behind them.</p>	<p>To become aware of celebrations and know about Eid ul Adha/ Diwali and how these festivals are celebrated Eg Y1 Diwali Dance Shop</p> <p>To compare and contrast different religious festivals</p>	<p>the concept of deity / gods.</p> <p>To consider the values that underpin the story of Chinese New Year and apply to DIS:</p> <p>P4C Questioning: Look at special beliefs and name artefacts connected with belonging</p> <p>Is it ok to cheat?</p> <p>Which community do you belong to?</p> <p>School Value : Work together</p>	<p>DIS Kindness Awards.</p> <p>Children to develop understanding of a of the Christian celebrations within this Easter Season</p> <p>L.O: Stories of Jesus Introduce the name of the Christian Holy Book : The Bible containing many stories</p> <p>The Story of Creation, The Lost Sheep The Story of Easter</p> <p>How do these stories help to remind us of being the best we can possibly be; Consider the message in each story, the “moral”</p> <p>How can you be the best you can be? Explore self esteem and strategies to enhance Celebrate our different feelings.</p> <p>School Value: Celebrate our successes</p>	<p>wisdom, and recognise the traditions behind them. Invite Buddhist into share stories Eg, Look at the 10 Commandments and how they can be applied in the 21 century How are they similar to Buddhist beliefs of kindness</p> <p>School Value: Respect each other and our surroundings</p>	<p>“The story of Guru Nanak”</p> <p>Encourage children to ask and answer questions about religious stories and compare different messages across cultures.</p> <p>Link stories to P4C</p> <p>Explore the rights of all children through P4C and consider different communities, stories and beliefs/non beliefs</p> <p>What does it mean to be free to choose?</p> <p>Make good choices</p>
<p>Concepts:</p>	<p>Values</p>	<p>Celebration</p>	<p>Religious stories</p>	<p>Same different equal</p>	<p>Belief</p>	<p>kindness</p>
<p>End point:</p>	<p>To be confident with the names of 2 world religions (Hindu and Muslim) and explain how these maybe celebrated.</p>	<p>To retell the Christian story of Christmas and compare to the Hindu story of Diwali.</p> <p>How are these 2 celebrations different and the same?</p>	<p>To recognise the Humanist Logo and begin to explain what Humanist may believe. To retell the story of CNY.</p>	<p>To listen to some religious stories and know that some stories have a message or moral.</p>	<p>To know that some Christians celebrate Easter and the story is from the scared book</p>	<p>To know Sikhism is another world religion and there is a special book</p>

<p>Y2</p> <p>DIS (Sacred based) planning</p> <p>Star words to be introduced each half term to extend World Religious and non-religious vocabulary</p>	<p>T: Christianity</p> <p>Significant People</p> <p>L.O: Inspirational people from long ago</p> <p>Moses, 10 commandments, Muhammad, 5 pillars of Islam, story of Buddha. Can the children create 10 Commandments for the 21st century?</p> <p>Which rules do you follow, why?</p> <p>School Value: Make good choices</p>	<p>T : Islam</p> <p>Significant People</p> <p>L.O: Inspirational people from today's world</p> <p>Dalai Lama, Pope, Gandhi, Martin Luther King, Mother Teresa, Oscar Romero, William Wilberforce, Archbishop Desmond Tutu.</p> <p>Using P4C invite questions about the work of the inspirational people</p> <p>School Value: Try our best</p>	<p>T: Buddhism/ Chinese New Year</p> <p>Believing</p> <p>L.O: What can we learn from how Buddhists practice? What are the benefits? What do Buddhists believe?</p> <p>Share the story of Chinese N/Y, explore the concepts of racing, cheating, winning</p> <p>Invite children to mediate in class; Relate to theme of losing gracefully, winning fairly, enjoying competition</p> <p>How does it feel to win, to lose a race?</p> <p>School Value: We celebrate our success</p>	<p>T: Christianity</p> <p>Believing</p> <p>L.O: How do believers express their ideas of God. Introduce key vocabulary : Holy, sacred, scripture, symbol.</p> <p>Look at different religious art...God, Jesus, Buddha and compare the images of deities in different religions Children to explore through their own art work</p> <p>Listen to a piece of classical music based on a religion eg Mozart and allow the children to time For reflection</p> <p>School Value: Work together</p>	<p>T : Judaism</p> <p>Symbols</p> <p>L.O: Article 31 "Every child shall have the right to participate fully in cultural and artistic life".</p> <p>Look at the symbols used in the Jewish religion and their significance.</p> <p>Look at how religious/non religious people live out their faith in 21st century .</p> <p>Look at prayer and how different communities pray (Muslims :daily prayer, subha beads; Christians Sunday prayer, Rosary beads; Humanists may not pray but show appreciation of the natural world) : Encourage questions and invite speaker to answer/explore relevance of prayer for different communities</p> <p>What do appreciate in our natural world?</p> <p>School Value: Celebrate our success</p>	<p>T :Sikhism</p> <p>Symbols</p> <p>L.O: In what ways are Mosques, Churches, synagogues and temples important to believers. Which symbols are used in different places of worship and why?</p> <p>Focus specifically on The symbols of the Sikh religion.</p> <p>Through the arts explore different buildings used for believers and investigate the importance of the symbols within each religion. Look at the significance of water and light</p> <p>Can you think of a symbol or sign that is important to you?</p> <p>School Value: Respect each other and our surroundings</p>
Concepts	Values ; Leaders		Belief ; Symbols		Community; Prayer	
End point:	To understand the qualities of a leader and name some significant religious and non religious leader		To have experienced meditation and begin to know what Buddhists believe.		To name some symbols form different world religions and know that some communities have a special place of worship	

(The order in which themes are covered may differ according to the dates of annual festivals)