

-Ecclesfield follows the SACRE Sheffield Agreed Syllabus for RE 2019-2024

| | A1 | A2 | SP1 | SP2 | SU1 | SU2 |
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| F2 Ongoing and developing objectives FS SACRE pages 19-21 | <ul style="list-style-type: none"> - Children listen with enjoyment to stories, songs and poems from different communities and traditions - Introduce subject specific words and use all our senses to explore beliefs, practices and forms of expression -Enjoys joining in family customs and routines and can talk confidently about similarities and differences between their lives and others -Know how to behave appropriately in a range of situations, treating others cultures and beliefs with respect - They answer ‘who’, ‘how’ and ‘why’ questions about their experiences in response to stories, experiences or events from different traditions and communities -Children understand that they can expect others to treat their needs and views, cultures and beliefs with respect -Observe and explore about places and objects that matter in different cultures and beliefs -Use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live | | | | | |
| | Enquiry Question- Can we relate to and express our feelings in relation to different religious stories through first-hand experience, story, song or poems? Diwali Harvest Festival | Enquiry Question- Can we recognise our own emotions and beliefs? And relate to one another; showing respect and curiosity to identify similarities and differences amongst ourselves and with other communities? Discovery RE - Christmas | Enquiry Question- Using a range of texts and materials can we explore our own curiosities to learn more about ourselves and others in terms of faith, religion and beliefs? Discovery RE - Chinese New Year | Enquiry Question- Can we identify similarities and differences between ourselves, other families and communities? Are we able to identify places of worship for different religions? Discover RE-Easter Special Places | Enquiry Question: Using song, music and dance can we use our imagination to represent religious stories, ideas, feelings and respond to our first hand experiences? Discovery RE-Bilal and the beautiful butterfly -Best friends | |
| Y1 | Theme: Myself: Key Question How do we show we care for others? Why does it matter? | | Theme: <u>Symbols</u> Key Question: In what ways are churches and synagogues important to believers? SACRE D | | | |

Who am I? Where do I belong? How we are all connected?
SACRE B

Concepts: Identity and Belonging

Religion: Christianity and Islam

- Pupils hear three moral stories, for example from Christians, Muslims and humanists. They **think and talk about** whether they are saying the same things about how we should behave (A3);
- Pupils **express creatively** (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? How are we all connected? (B2);
- Pupils **notice and talk about** the fact that people come from different religions. How can we tell? How can we live together when we are all so different? (C2);
- Linking to English, pupils **ask questions** about goodness, and **create simple sentences** that say what happens when people are kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, unfair or mean (C3).

Concepts: Traditions, ceremony belonging community

Religion: Christianity Islam

- Pupils learn from visiting sacred places. Linking to English and computing, pupils **recount** a visit to a local church, mosque or synagogue using digital photographs. They **find out** about the meanings of symbols for God in the church, mosque or synagogue and suggest meanings for symbols (A1);
- Pupils **find out** about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water, trees or rock (A3);
- Pupils use a set of photos and a list of religious items they have encountered in Key Stage 1 RE to **sort and order**, saying which items are connected to a particular religion and which are connected to more than one religion. Good examples from Islam might include Muslim artefacts (prayer mat, subha beads, compass, Qur'an stand) and photographs from a local mosque (B3).
- Pupils look at how different people including Muslims and Christians have expressed their ideas about God, and **think and talk** about their own ideas

about God, raising questions and considering different replies. They **express ideas** using images (C3).

Theme: Celebrations and Festivals - ongoing throughout year

Key Question: Who Celebrates what and why?
Christians and Muslims
SACRE A

Concepts:
Celebrations and Traditions

Festivals: Harvest, Christmas, Easter, Eid

Religion: Christianity

- Pupils **explore** stories and celebrations of Easter and Id ul Fitr, **finding out** about what the stories told at the festivals mean, e.g. through hearing and working with stories, enacting celebrations, learning from artefacts or welcoming visitors to talk about their festivals. They engage with the social and emotional aspects of celebrations (A1);
- Pupils **select examples** of religious artefacts from Christianity or Islam that interest them, **raising lists of questions** about them and **finding out** what they mean and how they are used in festivals and for example in community life, prayer and worship (A3);
- Pupils **find out** about what different religions and world views do to celebrate the fruitfulness of the earth (e.g. in Harvest Festivals, or by Muslim Zakat charitable giving and in generosity to those in need). They **respond sensitively to questions** about being generous and being thankful (B1);
- Pupils **notice and talk about** the fact that people come from different religions. How can we tell? How can we live together when we are all so different? (C2).

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| <p>Y2 Recovery Curriculum</p> <p>They find out about the meanings of symbols for God in the church, mosque or synagogue</p> <p>Pupils look at how different people including Muslims and Christians have expressed their ideas about God</p> <p>Pupils can say which</p> | <p>Theme: <u>Believing</u> Key Question How and why do people pray? SACRE G CONCEPTS: Belief</p> <p>Worship Prayer Commitment Ritual Faith Symbols</p> <p>Festival Christmas</p> <p>Religion: Christianity, Islam</p> <ul style="list-style-type: none"> Discuss the different ways that people pray and find out how and why people pray in different religions. Pupils choose between different examples of simple prayers: which do they think are wise? They talk about what makes the prayers wise, and find out about how and why people pray | <p>Theme: <u>Christmas</u> Key Question Why did God give Jesus to the world? Discovery RE</p> <p>Concepts: Belief</p> <p>Tradition Festival Community Family</p> <p>Religion: Christianity</p> <ul style="list-style-type: none"> Retelling of the Christmas Story Pupils' order the events of the Christmas Story Pupils' understand that Christians believe that God sent Jesus to teach people | <p>Theme: <u>Leaders</u> Key Question What makes some people inspiring to others? SACRE E</p> <p>Concepts: Morality, law rules right evil respect</p> <p>Religion: Christianity and Islam</p> <ul style="list-style-type: none"> Retelling moral stories from Christianity, Islam and a non-religious story which discuss how leaders will make a difference to our lives. They think about whether the different stories are saying the same things about how we | <p>Theme: <u>Stories of Jesus:</u> Key Question: What can we learn from stories of Jesus about praying and helping people? SACRE C</p> <p>Concepts: Traditions Celebrations Beliefs</p> <p>Suffering Symbols</p> <p>Festival Easter Religion: Christianity</p> <ul style="list-style-type: none"> Retelling the Easter story. Retelling and comparing 'Jesus and the Ten Lepers' and 'The Lost Coin' and to identify and talk about the values. They compare the stories and think about what Christians today learn from the stories. They identify and talk about the values which different characters in the | <p>Theme: <u>What does it mean to Belong</u> Key Question: What is a religion. Who is a Muslim? SACRE F</p> <p>Concepts: Beliefs, traditions worship prayer symbols</p> <p>Religion: Islam</p> <ul style="list-style-type: none"> Who is a Muslim? What is a religion? Discuss reasons why Muslims go to a mosque to pray and whether it gives them a sense of belonging. They learn about what happens at a mosque, especially about Muslim daily prayers and why some people pray every day, but others not at all pupils make lists of the different groups to which they belong and consider the ways these contribute to human happiness <p>Discovery RE Enquiry</p> <p>Does going to a Mosque give Muslims a sense of belonging?</p> |
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| <p>items are connected to a particular religion eg prayer mat - Islam</p> | <p>in different religions.</p> <ul style="list-style-type: none"> Pupils look at how different people have expressed their ideas about God, and think and talk about their own ideas about God, <p>Discovery RE Enquiry</p> <p>Does praying at regular intervals everyday help a Muslim in their everyday life</p> | <p>how to be kind and loving</p> <ul style="list-style-type: none"> Pupils' learn about Jesus' teachings and know that they promote kindness and love Pupils can explain how they can show love and kindness to people in their lives. | <p>should behave.</p> <ul style="list-style-type: none"> They consider questions about being good, kind, forgiving and generous Pupils encounter many examples of simple 'wise sayings'. They choose their favourite 'wise sayings' from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them. Pupils ask and find out how people practice their religion, including how they follow their leaders | <p>stories showed, and recognise Christianity as the religion from which the stories come</p> <p>EASTER Focus</p> <p>Discovery RE Enquiry</p> <p>Is it true that Jesus came back to life again?</p> | |
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| | | | by remembering, telling stories, celebrating, praying or making music. | |
| <p>Y3 RECOVERY CURRICULUM</p> <p>Retelling moral stories from Christianity, Islam and a non-religious story which discuss how leaders will make a difference to our lives.</p> <p>They think</p> | <p>Theme The journey of life and death: Key Question Why do some people think life is like a journey? Where do we go? What do people think about life after death? SACRE p30/31</p> <p>Festival Harvest and Christmas Religion Christians, Muslims</p> <p>Concepts: Lifecycle Belief Soul Spirit Customs</p> <ul style="list-style-type: none"> ● find out about and describe some ways in which different religions see life as a journey, for example by considering scriptures as 'guide books for living' (A1); ● make connections between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas (A1); ● compare how Christians, Muslims or Hindus celebrate a new baby's birth, becoming an adult, a marriage or the life of someone who has died and reflect on ideas of their own about | <p>Theme Beliefs and questions: Key Question How do Christian people's beliefs about God, the world and others have an impact on their lives? SACRE p 30/31</p> <p>Festival Easter Religion: Christianity</p> <p>Concepts: Rules, laws beliefs, authority</p> <ul style="list-style-type: none"> ● Learn about Christian celebrations and commitments by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost. ● They reflect thoughtfully on the reasons why some people ● value such celebrations very highly, but others not at all (A1); ● describe and understand links between Bible stories of creation and Christian beliefs about God as the creator (A2); ● express and communicate their understanding of the challenges of commitment for a Christian person and a Christian community. They consider: what difference does | <p>Theme: Religion, family and community: Key Question How do religious families and communities live out their faith? SACRE p 30/31</p> <p>Religion: Jewish and Muslim</p> <p>Concepts: Tradition Community Belonging Inclusion Exclusion Worship Symbols</p> <ul style="list-style-type: none"> ● pursue an enquiry into Jewish and Islamic prayer, finding out about and exploring beliefs about worship, prayer, God and human life for Jewish and Muslim people (A3); ● find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using ritual and symbol, praying alone and in groups (A3); ● find out about similarities and differences in Jewish and Muslim prayer and understand how the practices of prayer for | |

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| <p>about whether the different stories are saying the same things about how we should behave.</p> | <p>life's milestones in discussions or in writing (B1);</p> <ul style="list-style-type: none"> ● develop their understanding of beliefs about life after death in two religions through seeking answers to their own questions and articulating reasons for their own ideas and responses in discussion, creative work and debate (B1) ● develop understanding of links between beliefs, e.g. resurrection and heaven in Christianity, enlightenment and Nirvana in Buddhism | <p>believing in Jesus make to Christians? (B2);</p> <ul style="list-style-type: none"> ● discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Or are there other explanations for humanity? They develop ideas about different ways science and religions handle questions of origins, where we come from (C1). | <p>Jewish and Muslim people can bring the community together (B2);</p> <ul style="list-style-type: none"> ● Investigate the meaning of prayer in these communities, considering questions about who prays and why some people believe God answers their prayers. They consider the values expressed in prayers for themselves, connecting ideas from different religions (B2). |
| <p>Pupils ask and find out how people practice their religion, including how they follow their leaders by remembering, telling stories, celebrating, praying or making music.</p> | <p>Key Question: Has Christmas lost its true meaning?</p> <p>Festival: Christmas Religion: Christians</p> <ul style="list-style-type: none"> ● Looking at what the Christian beliefs are about Christmas and how God is the reason why it started ● Develop an understanding on what Christmas means to a Christian and the impact it has ● Considering why people still celebrate Christmas if they are not Christian or religious | <p>Discovery RE Enquiry link: What is good about Good Friday?</p> | <p>Discovery RE Enquiry link: What is the best way for a Jewish/Muslim person to show their commitment to God?</p> |

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| <p>Y5 Recovery Curriculum find out about some interesting examples of religious pilgrimages consider why people go on pilgrimages make some connections between Hajj for Muslims and pilgrimage to Lourdes,</p> | <p>Theme: Religion and the Individual</p> <p>Concepts: Devotion, Commitment Celebrate Symbols Traditions</p> <p>Key question: What is expected of a person in following a religion or belief?</p> <p>Religion: Christianity Festival: Christmas</p> <ul style="list-style-type: none"> learn about devotion and commitment in Christianity. They consider why Christians celebrate Jesus' birth: what is the meaning of Christmas? They compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities (A2); use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion (B1); discuss and apply their own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of | <p>Theme: Beliefs and Questions</p> <p>Concepts: Truth Mystery Belief</p> <p>Key question: How do people's beliefs about God, the world and others have an impact on their lives?</p> <p>Religion: Islam and Hinduism</p> <ul style="list-style-type: none"> explore and respond thoughtfully to the spiritual paths of Muslims, Hindus or Buddhists, using a range of sources of wisdom (A2) describe the impact of examples of religious teaching. A Hindu example might be the impact of Hindu | <p>Theme: Religion and the Individual</p> <p>Did God intend Jesus to be crucified and if so was Jesus aware of this? (Discovery RE) Festivals Easter Festival Easter Religion: Christianity</p> <ul style="list-style-type: none"> use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion (B1); discuss and apply their own ideas about ethical questions and human rights issues: what is fair and unfair? Why | <p>Theme: Worship and Sacred Places</p> <p>Key Question: Where, how and why do people worship?</p> <p>Investigating places of worship in Sheffield and Yorkshire.</p> <ul style="list-style-type: none"> pursue an enquiry into local places of worship and beliefs about worship. The methods of philosophy for children can be used effectively here. The pupils relate the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3); consider: what happens in holy buildings? Linking to History and design technology pupils consider how the architecture, furniture and use of churches, mosques, synagogues, mandirs, viharas / Buddhist centres or gurdwaras expresses the community's way of life, values and beliefs (B1); discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Sheffield and Yorkshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modeling, photo album |
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| | <p>Christian practice and consider the challenges of trying to live a good life (C3).</p> | <p>teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on how Muslim individuals and communities live. A Buddhist example might be about the practice of harmlessness (A3)</p> <ul style="list-style-type: none"> ▪ express their own ideas about religious issues and questions, giving reasons for their thoughts (A3) ▪ discuss and debate reasons why different people have | <p>do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of</p> <ul style="list-style-type: none"> • Christian practice and consider the challenges of trying to live a good life <p>Discovery RE Enquiry Did God intend Jesus to be crucified and if so was Jesus aware of this?</p> | <p>descriptions and recounts, Q&A, poetry or art (C1).</p> |
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| | | <p>different ideas about whether God is real and what God is like, recognising the right to freedom of religion and belief for all people (C1)</p> | | |
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| <p>Y6</p> <p>Recovery Curriculum describe the impact of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmless (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily</p> | <p>Theme: Teachings, wisdom and authority:</p> <p>Concepts: Teaching, Guidance, Wisdom, Belief, Sacred scriptures</p> <p>Key Question: What do sacred texts and other sources say about God, the world and human life? What can we learn by reflecting on words of wisdom from religions and worldviews</p> <p>Religions: Jewish, Muslim, Christian</p> <p>: ▪ respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions (A2)</p> <p>▪ linking to English, pupils consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1 st Surah, the Opening) are seen as sources of wisdom in different communities. They respond thoughtfully to the ideas found in the texts with ideas of their own (A2)</p> <p>▪ linking to Citizenship Education and the methods of philosophy for children, pupils consider, for example, the Ten Commandments (Jewish) and the Five Precepts (Buddhist), expressing thoughtful ideas about what is right and wrong in the light of their learning (C3)</p> | <p>Theme: Beliefs in action in the world:</p> <p>Concepts: Ethics, respect, morality, human rights, fair/unfair social Justice</p> <p>Key Question How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p> <p>Religions: Jewish, Christian, Muslim</p> <p>discover and explore what Jewish people, Humanists and Christians teach about how we can all live together for the wellbeing of each other (C1)</p> <p>▪ apply their ideas about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief and Oxfam (C3)</p> <p>▪ write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g victims of natural disasters, people who live with disabilities or people affected by war) (C3)</p> | <p>Theme: Religion, family and community:</p> <p>Concepts: Tolerance, respect</p> <p>Key Question: What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect?</p> <p>Religions: All the religions and beliefs of Sheffield</p> <p>investigate aspects of community life such as weekly worship, charitable giving or beliefs about caring for others, showing their understanding and expressing ideas of their own (A2)</p> <p>▪ linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God (B2)</p> <p>▪ list and describe similarities and differences between the ways different communities show that they belong (C1)</p> <p>▪ linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today (C2)</p> |
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| <p>prayer and Zakat</p> <p>express their own ideas about religious issues and questions, giving reasons for their thought</p> | | | <ul style="list-style-type: none">▪ discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all (C2) |
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